California School-Age Families Education Program

Program Goal

To provide a comprehensive, continuous, and community-linked school-based program that focuses on youth development and dropout prevention services for expectant and parenting students and child care and development services for their children

Note: This program instrument is a guide for monitoring compliance and, in some cases, contains only a sampling of compliance issues. regulations or other legal mandates Applicable legal citations for this program include, but are not limited to, the following:

- California State Constitution, Article XVI, Section 5
- California *Education Code,* Title 1, Division 1, Part 6, Chapter 2. Child Care and Development Services Act, Articles 1–22, Sections 8200–8481; Title 2, Division 4, Part 27, Chapter 9, Article 11, Section 49553; Title 2, division 4, Part 29, Chapter 9, Article 7.1 California School-Age Families Education Program, sections 54740–54749.5
- *California Code of Regulations,* Title 5, Division 19, Child Care and Development Programs, sections 18000–182305; Title 22, Division 12, Chapter 1
- California *Health and Safety Code,* Division 2, chapters 3.35–3.6, sections 1596.60–1587.621

Because the methodology of the California Department of Education validation review team includes sampling, the validation review cannot produce an all-inclusive assessment of all the items in this instrument. It is the responsibility of the LEA to ensure that its systems, programs, and related activities comply with all applicable laws, regulations, and directives.

The child care and development component of the California School-Age Families Education (Cal-SAFE) program includes selected items from the Child Development section of this document. Please include the following items in the review process in addition to the other items in the Cal-SAFE instrument:

I-C1 Developmental Profile
I-C2 Annual Evaluation Plan
II-C3 Children's Environment
II-C4 Children's Nutrition Program
IV-C11 Program Director Qualifications
IV-C12 Site Supervisor Qualifications
IV-C13 Child Development Teacher Qualifications
IV-C14 Staff-Child Ratios
VI-C22 Prohibition of Religious Worship
Title IX issues are included in Educational Equity: III-EE5

Key Dimensions

I. **Standards, Assessment, and Accountability**   To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness

II. **Teaching and Learning**   To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

III. **Opportunity (equal educational access)**   To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

IV. **Staffing and Professional Growth**   To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

V. **Parent and Community Involvement**   To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

VI. **Governance and Administration**   To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

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I Standards, Assessment, and Accountability
To ensure that all educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C	NC	N/A
I-CSF1 The local educational agency (LEA) has participated in the data collection and evaluation of the program and has maintained a database in the manner and form prescribed by the California Department of Education for program evaluation. (EC 54745[b][3] and (c][4])	**LEA** . . . . For each LEA **select** a 10 percent sample of students' and children's files. A minimum sample of two files per school site should be included. • **Review** the sample of student files for completed enrollment and GradStar data collection forms. • **Review** the sample of children's files for the GradStar child care enrollment forms. **Verify** that enrollment information has been submitted to the Cal-SAFE evaluation contractor.	• Evidence exists of complete GradStar data collection and submission of data according to instructions from the Cal-SAFE evaluation contractor.	☐	☐	☐

II Teaching and Learning
To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C	NC	N/A
II-CSF2 The LEA ensures that enrolled students retain their right to participate in any comprehensive school or educational alternative programs in which they could otherwise enroll. School placement and instructional strategies shall be based on the needs and styles of learning of the individual pupils. The	**Site** . . . . • **Observe** students in class activities in a sample of the various schools/programs (e.g., mainstreamed in comprehensive school, continuation school, adult education, alternative school, or self-contained classroom) in which	• Evidence exists that the LEA ensures that enrolled students retain their right to participate in any comprehensive school or educational alternative programs in which they could otherwise enroll.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A

II-CSF2 (Continued)

classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the individual parent, child, or both.

(EC 54745[c][2])

Cal-SAFE program students are enrolled to assess the use of appropriate varied instructional strategies, which respond to the needs and learning styles of the individual student.

LEA

- **Review** the following documents from a sample of the various schools/programs in which Cal-SAFE program students are enrolled:

  — Selected materials, such as referrals, enrollment documents, and transcripts

  — Selected samples of student work that show the use of various instructional strategies resulted in student academic success

  — Copy of LEA-approved policy for student enrollment in independent study

  — Selected student GradStar enrollment forms

- **Interview** the Cal-SAFE program coordinator and, as applicable, school counselors, site administrators, and selected teachers.

  ASK:

  How do students know they have a right to enroll in any school for which they qualify?

  How does the Cal-SAFE program serve eligible teen fathers?

  What classroom instructional strategies are used and how do they respond to individual student needs and learning styles?

  What is the process for enrolling expectant and parenting students in independent study?

- Evidence exists that school placement and instructional strategies are based on the needs and learning styles of the individual students.

- Evidence exists that the classroom is the preferred instructional strategy.

- If independent study is determined to be the best instructional strategy for the individual student, participation is voluntary and the program operates in compliance with the program statutes and regulations.

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C	NC	N/A
II-CSF2 (Continued)	• **Interview** selected students from each of the various schools/programs in which Cal-SAFE program students are enrolled. *ASK:* Were you able to remain in the school where you were enrolled before you were an expectant or parenting student? How have Cal-SAFE services supported you in your academic program? Since being in the Cal-SAFE program, have you been enrolled in the independent study program? If so, describe the circumstances, how long you were enrolled, the type of work you were assigned, and how it did or did not help you with your academic achievement. Did you receive supplemental program services (e.g., English learner program and special education) for which you are eligible?				
II-CSF3 The LEA provides pupils with a quality education program in a supportive and accommodating learning environment with appropriate classroom strategies to ensure school access and academic credit for all work completed. (EC 54745[c][4])	**Site** • **Observe** students in class activities in a sample of the various schools/programs (e.g., mainstreamed in comprehensive school, continuation school, adult education, alternative school or self-contained classroom) in which Cal-SAFE program students are enrolled to assess the learning environment. • **Observe**, as applicable, the interaction of students with **both** certificated and classified school staff. **LEA** • **Review** the following documents from a sample of the various **schools**/programs in	• Evidence exists that students are receiving a quality education program that provides a rigorous academic program comparable to that for non-Cal-SAFE program students. • The school uses positive youth development strategies, such as asset building and resiliency activities, in a supportive learning environment, which supports students to achieve academically. • Instructional strategies address knowledge, social skills, attitudes, and behavior. • Students receive grades and credit for all work successfully completed.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C NC N/A
II-CSF3 (Continued)	which Cal-SAFE program students are enrolled: — Course curricula — Student transcripts — Selected samples of student work • **Interview** the Cal-SAFE program coordinator and selected school site staff. *ASK:* How does the culture of the school support student participation in activities outside the classroom such as field trips, service learning, and school-sponsored academic teams (e.g., debate, science fairs), which support academic achievement? In what youth development activities do Cal-SAFE program students participate? How do students with an active IEP receive appropriate special education services? What system is in place to ensure that students receive credit for all work completed? • **Interview** selected students representative of the various schools/programs in which Cal-SAFE program students are enrolled. *ASK:* What kinds of lessons and assignments do you receive? Are you making progress in your classes? Are you doing the same work as the other students? Are you receiving credits for work you successfully complete? Do you feel supported by school staff and your peers in your school?	• Examples of work, such as writing samples, class work, homework, and tests in the core curriculum, provide evidence of student academic success.	

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-CSF3 (Continued)	• **Interview** adult parents of students. *ASK:* Is your expectant/parenting daughter/son receiving a quality education program? Were there any barriers to school access? Is the academic program comparable to that for non-Cal-SAFE program students?				
II-CSF4 Enrolled students are provided with parenting education and life skills instruction. (EC 54745[c][5])	**Site** . . . . • **Observe** students in parenting and life skills activities. • **Observe** teen parents' interaction with their children. • **Review** the following documents: — The curriculum for its scope and sequence of instruction — Samples of student work — Samples of evaluation instruments used to assess student progress **LEA** • **Interview** the Cal-SAFE program coordinator and person(s) responsible for providing the parenting education and life skills instruction. *ASK:* What strategies are used to provide parenting education and life skills? How are the instructional strategies for this instruction determined to meet the needs of the individual students? How do you measure students' progress toward enhancing their positive parenting skills?	• The LEA provides an opportunity for students to receive multiyear parenting and life skills instruction that is culturally sensitive, gender neutral, and developmentally and age-appropriate. • The instructional strategy responds to the needs and learning styles of the individual student. • Samples of student work and other evidence indicate opportunities for students to demonstrate effective parenting skills.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
II-CSF4 (Continued)	Is there a plan in place so that students who are in the Cal-SAFE program over several years do not receive the same instruction year after year? • **Interview** students. *ASK:* How has the parenting education and life skills instruction helped you in parenting your child(ren) and in making decisions related to your daily living? Does the method by which you receive the parenting education and life skills instruction meet your needs? Are you receiving the same information year after year or do you learn something new each year that supports you as a parent?				
II-CSF5 Pregnant and lactating students are provided with special nutritional supplements. (EC 49553, 54745[c][9])	**Site** • **Observe** student utilization of nutritional supplements. • **Review** supplement menu for the current month. **LEA** • **Interview** Cal-SAFE program coordinator. *ASK:* How are nutritional supplements provided to eligible students? Does the Cal-SAFE program or another source fund the supplements?	• The nutritional supplements are culturally appropriate, varied on a daily basis, and contain all meal components in the required amounts.	☐	☐	☐

III	**Opportunity (equal educational access)**
	To ensure that all students have equitable access to, and opportunity to participate in and benefit from, high-quality curricular and extracurricular activities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C	NC	N/A
III-CSF6 The LEA completes an intake and assessment procedure for each enrolled student and child upon entry and periodically as needed thereafter to respond to the individual needs and differences of pupils and their children. (EC 54746[a])	**LEA** • **Review** the following documents: — GradStar forms (e.g., enrollment and student services, child care enrollment) — Program orientation materials — Sample of information on community referral agencies (e.g., brochures and fact sheets) • **Interview** the Cal-SAFE program coordinator and/or program leader, site leaders or child care site supervisors or both, and any other staff person completing the intake procedure. *ASK:* What is the process to complete the intake procedure for students and child? How does the person completing the intake procedure determine what student support services are needed by the individual student? What process is used to ensure that Cal-SAFE program-funded student support services are not duplicating services provided to the same student by another program (e.g., AFLP, Cal-Learn, and Healthy Start)? What process is used to ensure that students are receiving needed services in a timely manner? How often are students and children reassessed to determine whether their needs have changed? Who initiates the reassessment? • **Interview** Cal-SAFE program students.	• Evidence exists that the LEA has completed an intake procedure for each enrolled student and child in the Cal-SAFE program. • Evidence exists that students are receiving necessary support services either directly from the LEA or from a referral to a community agency or organization. • Evidence exists that the child(ren) of enrolled teen parents is receiving Cal-SAFE program child care/development, as needed. • Evidence exists that a procedure is being implemented that periodically reassesses support services and child care needs.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C NC N/A

III-CSF6 (Continued)

ASK:

What support services do you receive from the Cal-SAFE program?

Are these services valuable in supporting your attendance at school?

Have you experienced any barriers in accessing services from a referral to a community agency/ organization? If so, did the Cal-SAFE program staff help you find another source of assistance?

Is the child care program in which your child is enrolled providing quality care?

Would you recommend participation in the Cal-SAFE program to your friends who may be expectant or parenting? Why or why not?

• **Interview** adult parents of Cal-SAFE program students.

ASK:

How has the Cal-SAFE program supported your son/daughter to stay in school?

Are you and/or any other family members receiving any services through the Cal-SAFE program? If so, please describe the services.

III-CSF7   Expectant and parenting students and their children enrolled in the child development program have met the eligibility requirement of the Cal-SAFE program, and the required documentation and enrollment forms are complete.

(EC 54746[c][2], 54747)

LEA

. . . .

• **Select** a 10 percent sample of students' and children's files of enrolled students and children. Include children who are absent.

The sample size should include files from various school sites, centers, and family child care homes within the program.

• **Review** the sample collected for eligibility.

• The student and the child are eligible for Cal-SAFE services as verified by the following evidence:

— The expectant student has completed the Cal-SAFE intake process and is receiving support services.

— The student is the custodial or noncustodial parent taking an active role in the care and supervision of the child, has completed the

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Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C	NC	N/A
III-CSF7 (Continued)		Cal-SAFE intake process, and is receiving support services. — The expectant or parenting student was enrolled in Cal-SAFE at age eighteen or younger and has not been enrolled for more than one semester past the nineteenth birthday. Parents with an active IEP meet the age requirements to be eligible for special education services. — The child receiving child care and development services is the child of an enrolled Cal-SAFE student, is under five years of age, and has not entered kindergarten.			
III-CSF8 The LEA provides child care and development services when the child's teen parent is, or parents are, participating in a school-approved activity both during and outside the school day. (EC 54743[b], 54746[c])	**LEA** • For the sample files selected, **review** the child care enrollment form and supporting documentation. • **Determine** whether the days and hours of care as certified match the days and hours supported by the documentation of the student parent's school-approved activities.	• The Cal-SAFE Child Care Enrollment form has been completed, and documentation of the parent's class schedule and activity plan is attached.	☐	☐	☐

IV   **Staffing and Professional Growth**
To ensure that students have access to qualified teachers, administrators, and other staff members and that all educators have access to high-quality professional growth opportunities

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C	NC	N/A
IV-CSF9 The LEA provides staff development and outreach into the school community in order to establish a positive learning environment and school policies supportive of expectant and parenting pupils' academic achievement	**LEA** • **Review** the agency's program for staff development. • **Review** the agency's strategies for outreach within the school community.	• The staff was involved in the development of the program. • The program supports staff development for all staff.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C	NC	N/A
IV-CSF9 (Continued) and to promote the healthy development of their children. (EC 54745[c][11])	• **Review** documentation on the agency's approach to outreach (i.e., whether a program brochure has been developed and disseminated). • **Review** documentation for staff development and outreach that establishes a positive learning environment for expectant/parenting students. • **Review** the school policies supporting expectant/parenting pupils' academic achievement and promoting the healthy development of their children.	• The staff development and community outreach efforts establish a positive learning environment for expectant/parenting students. • A program brochure has been developed and disseminated to school staff and numerous agencies in the community. Documentation supports the agency's outreach strategies/efforts within the LEA and with other community agencies. • School policies support expectant/parenting pupils' academic achievement and promote the healthy development of their children.			

V Parent and Community Involvement

To ensure that parents and members of the community, including business, industry, and labor, have the opportunity to assist in and support the educational process through participation in decision making, training and volunteer activities, and the creation of partnerships

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status C	NC	N/A
V-CSF10 A plan for parent participation in the child care and development program is being implemented by the LEA. (EC 54746 [c][7])	**LEA** . . . . • **Review** the agency's plan for parent participation and education. • **Interview** the program coordinator or program leader and the child development program director and/or site supervisor. *ASK:* How does the program involve parents? How does the program educate parents? What is the level of participation?	• Records of types of opportunities available for parent participation in the program are on file. • There is evidence that the plan is appropriate and includes the following components: — An open-door policy encourages parents to participate in the daily activities whenever possible. — An orientation for parents discloses the program philosophy, program goals and objectives, program activities, and eligibility criteria. — Two parent-teacher conferences are scheduled annually to discuss the child's progress.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-CSF10 (Continued)		— There are records of parent meetings with staff. — There are regular parent meetings with child development program staff.			
V-CSF11 Parents have access to their children and the caregivers during normal hours of provider operation. (EC 8354[b]; 22 CCR 101319.1[c])	**LEA** • **Review** the LEA's written policy regarding parents' access to their children in the child care setting. • **Review** the agency's established procedures and policies regarding parents' participation in the child care program.	• The parent handbook, parent handout, admission policy, or parent bulletin board has a board-approved policy to allow parents access to their children while they are in the agency's care. • There is evidence that the agency implements its established procedure allowing parents access to their children while they are in the agency's care.	☐	☐	☐
V-CSF12 The LEA has entered into formal partnership agreements, as necessary, with community-based organizations and other governmental agencies to assist pupils in accessing support services. (EC 54745[c][10])	**LEA** • **Review** program documentation for formal and/or informal partnership agreements (Memorandum of Understanding [MOU], service contract) with community-based organizations and other governmental agencies that assist pupils in accessing support services.	• The LEA has documentation for formal and informal partnership agreements with community-based organizations and other governmental agencies.	☐	☐	☐
V-CSF13 The LEA coordinates to the maximum extent possible with both the Cal-Learn and Adolescent Family Life Program (AFLP) case managers. (EC 54745[c][15])	**LEA** For each LEA **select** a 10 percent sample of students' files. A minimum sample of two files per school site should be included. • **Review** the sample of student files for completed enrollment and support services forms indicating need and referral and receiving case management services from Cal-Learn or AFLP.	• There is evidence in the students' files and program documentation that coordination/collaboration exists between the Cal-SAFE program and Cal-Learn/AFLP. • There is supportive evidence in the interview process that coordination/collaboration exists, to the maximum extent possible, with Cal-Learn/AFLP.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
V-CSF13 (Continued)	• **Interview** program staff. *ASK:* What coordination/collaboration efforts exist between the Cal-SAFE program and Cal-Learn/AFLP? • **Interview** students. *ASK:* Are you receiving case management services from Cal-Learn/AFLP? What do you know about the AFLP or the Cal-Learn program?				

VI Governance and Administration

To ensure that all schools conduct high-quality programs that are effectively managed and operated within appropriate legal parameters

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CSF14 The LEA enrolls students voluntarily in the Cal-SAFE program on an open-entry and open-exit basis. (EC 54745[c][2])	**LEA** · • **Review** enrollment records. • **Review** written enrollment policies. • **Interview** program and school staff. *ASK:* Are students enrolled in this program voluntarily? What is the procedure for enrolling a student in the program at any time other than the beginning of the semester? • **Interview** students. *ASK:* When and why did you enroll in the Cal-SAFE program?	• Written enrollment policies for the Cal-SAFE program allow voluntary participation and open entry and open exit.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CSF15 The LEA makes maximum use of the available programs and facilities to serve expectant and parenting students and their children. (EC 54745[c][6])	**LEA** . . . . • **Observe** facilities that are used for Cal-SAFE program activities. • **Review** student assessment and referral forms to identify access to and coordination with other school programs. • **Review** budgets and expenditure reports to determine that Cal-SAFE funding does not supplant funding for academic and support services provided by other programs. • **Interview** LEA staff. *ASK:* How do you ensure that the Cal-SAFE-funded students receive the academic curriculum supported by the district's general fund or the academic revenue limit? How do you ensure communication between school programs so that students receive coordinated services? How and on what basis are decisions made to apply Cal-SAFE student support service funding to meet the needs of eligible students? How do Cal-SAFE funds provide only for those needs not met by district and other funds for Cal-SAFE students eligible for such services?	• The students' academic program is supported through revenue limit expenditures for personnel, materials, equipment, evaluation, planning, staff development, and parental and community involvement. • All adults, both school district and Cal-SAFE staff members working with Cal-SAFE students, coordinate their services by communicating effectively with one another. Formal and informal planning and communication mechanisms that promote coordination are in place. • Fiscal records support the maximum use of available resources (such as TUPE, Title I, ESL, Special Education, Transportation, Vocational Education, Dropout Prevention, AVID, Health Services, etc.) to provide services for Cal-SAFE students and children.	☐	☐	☐
VI-CSF16 The LEA makes maximum utilization of its local school food service program. (EC 54745[c][8])	**LEA** . . . . • **Review** documentation of the food program for the child care and development component of Cal-SAFE. • **Review** records for the meal supplement served to pregnant and lactating students.	• Records reveal evidence of Cal-SAFE program efforts to work with the school food service program.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CSF16 (Continued)	• **Interview** the program coordinator and the child care staff. *ASK:* How is food provided for the infants, toddlers, and preschoolers at the child care center? How is the food supplement provided to pregnant and lactating Cal-SAFE students? Is a reimbursement claimed through the Child Care Food Program or National School Lunch program? Are there barriers to working with the school food service program?				
VI-CSF17 The LEA maintains an annual program budget and expenditure report to document that funds are expended in a manner consistent with statute. (EC 54745[c][12])	**LEA** . . . . • **Review** the local Cal-SAFE program budget and expenditure reports.	• Funding generated for student support is used for allowable expenditures. • Funding generated by child days of enrollment in the child care and development component are used for child care expenses. • Funding generated by nonconverting county offices of education supports the academic program, support services, and child care. • Funding generated by county office of education self-contained classrooms is used for the academic program.	☐	☐	☐
VI-CSF18 The LEA maintains funds allocated for student support services and child care and development services in separate accounts. (EC 54749[b], [c], and [d])	**LEA** . . . . • **Review** the local Cal-SAFE program budget and expenditure reports.	• Funding is maintained in separate accounts.	☐	☐	☐

Compliance item	Review level/Guidance	Examples of how to achieve compliance	Status		
			C	NC	N/A
VI-CSF19 The LEA does not impose fees on enrolled students or their families for the services provided through the Cal-SAFE program. EC 54745[c][13])	**LEA** . . . . • **Review** local policies and procedures, parent and/or student handbooks, and similar documents to determine that school-age families are not charged fees for services provided.	• All Cal-SAFE services are provided without fees.	☐	☐	☐
VI-CSF20 Each site has a current license issued by the authorized licensing agency or is exempt from licensure. Sites that are exempt meet current health and safety standards. (EC 54746 [c)][5])	**LEA** . . . . • **Examine** the license for each licensed site and home that the agency uses for subsidized care. • **Review** enrollment documents to determine the site's exempt status as a school parenting program. • **Observe** exempt facility for compliance with Title 22 health and safety standards.	• A current license has been issued to the agency and site address or to the family child care home provider and home address. • The exemption letter issued by the Department of Social Services (DSS), Community Care Licensing (CCL) Division, is on file; or there is evidence that the site is exempt, such as the following: — Site is exempt if the child care and development program is operated as a school parenting program and serves only the children of school-age or adult education students. • Sites that are exempt from licensure meet health and safety standards of the *California Code of Regulations,* Title 22, Division 12, Chapter 1, Section 101220.1 ff and Chapter 2, Section 101419.2 ff.	☐	☐	☐